

**RHODE ISLAND DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL NEEDS**

**SCHOOL SUPPORT SYSTEM REPORT AND SUPPORT PLAN FOR
THE CUMBERLAND SCHOOL DEPARTMENT
NOVEMBER 14 - 21, 2000**

SCHOOL SUPPORT SYSTEM

Introduction

The purpose of the School Support System (SSS) is to provide a means of accountability for delivery of programs and services for students with disabilities. The School Support System model is designed to promote the involvement of the whole school district, regular educators as well as special educators and parents. It is designed to learn if the district meets the minimum regulations and what effects the programs and services have on student performance. Finally, the SSS develops a support plan for training and technical assistance.

To accomplish this the SSS includes these components:

- The Orientation Meeting The Rhode Island Department of Education (RIDE) staff meets with the Local Education Agency (LEA) to plan the site visit and identify issues or initiatives that may influence programs or service delivery.
- Data Analysis Meeting The RIDE staff meets to review LEA demographic information on selected reports including: the LEA annual plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a sample of approximately 30 students with disabilities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with disabilities. The RIDE staff compiles a preliminary summary of their analyses of these data.
- Presentation by the LEA and School Site Visit The site visit begins with a presentation of programs by teachers and staff. The presentation provides the visiting team with general and specific information on delivery of programs and services to students. Following this presentation, visits to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. the team gathers sufficient information and works with the LEA personnel to generate a report covering the following:
 - The district's compliance with the state and federal regulations, relative to the education of students with disabilities
 - The quality and effectiveness of programs and services provided by the district
 - The need for professional development and technical assistance that will enable the LEA to improve programs and services.
- The Support Plan The RIDE team and the LEA central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation. This plan enables the school and district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.
- The SSS Report The report summarizes the findings from the various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either performance or compliance. Findings can include a variety of some fourteen categories, from school improvement to the least restrictive environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action required by the district as well as ways that RIDE will assist the district to improve programs and services.

**CUMBERLAND
SCHOOL SUPPORT SYSTEM REVIEW
NOVEMBER 14 – 21, 2000
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| 1. SCHOOL IMPROVEMENT | | | |
| Performance | <p>1 The Cumberland School Department's strategic plan reflects the district's commitment to standards-based education and to ensuring that "all kids" reach high standards. The plan was developed with broad-based community involvement. Action plans already under way and projected indicate effort invested in the plan and commitment to carrying it out.</p> <p>The second strategy in the plan focuses on bringing all students to high standards – "We will maximize the opportunities to learn for all students in order to promote equity in achievement. (Closing the gap in performance)." Action steps include extended school day and year programs, looping and scheduling options, preschool programs, and performance testing to supplement the state assessment program. What is not evident in the plan is a focus on supporting teachers in using differentiated instructional strategies to meet a wider range of diverse learning needs (SALT professional development survey) – district professional development offerings indicate some response to this need. A year ago, the district created the position of Opportunities to Learn Coordinator, bringing together under one administrator's responsibility English as a Second Language, Enrichment, Literacy and other areas. Greater integration is thus made possible among efforts to support the learning of all students. Staff in schools reported positive reactions to having a central administrator managing these efforts; however, having recognized the importance of this coordination, staff mentioned some concern as to whether just one administrative position will be sufficient.</p> | <p>Staff Interviews Administrative Interviews Presentation Document Review Staff Surveys SALT Survey</p> | <p>The Cumberland School Department embraces the need to increase the capacity of staff to support diverse learning needs within its classrooms, and to emphasize this as it addresses the various components of its strategic plan. The annual process to update the district's strategic plan will address this concern, and the district will focus attention in each school on the school's action plan(s) that relate(s) to the district's current "second strategy" regarding "closing the gaps."</p> <p>Resources and information will be provided to the schools to support the effort. Principals and administrators will share concepts and strategies from their schools' common focus on this component. This ongoing shared work will enrich each school's effort, identify district-wide needs and assist in the development of compacts to support improvements designed in response to SALT visit reports.</p> <p>The assistant superintendent will provide updates to the Rhode Island Department of Education as this work proceeds.</p> <p>Timeline: first update, May 2001</p> |

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| Performance | <p>2 All schools have improvement teams and plans. Elementary schools have or are working on action plans; the status of action planning and implementation at middle and high school level is unclear.</p> <p>The elementary schools are actively engaged in an ongoing process of self study.</p> <p>Parents are members of all School Improvement Teams. Plans include tactics to ensure that all students will reach high standards.</p> | <p>Staff Interviews Administrative Interviews Observation Presentation Document Review</p> | <p>The district will be working over the summer to evaluate and refocus existing strategic and school-based plans and address needed changes in planning processes. The assistant superintendent will provide a progress report to the Rhode Island Department of Education.</p> <p>Timeline: September 2001</p> |
| Performance | <p>3 Implementation of standards-based instruction is emerging in Cumberland schools. Currently, there is variability among schools in their demonstration of standards-based practices, and in their use of the differentiating instruction techniques that are necessary to assure that ALL students reach high standards. The implementation of engaging, standards-based instruction observed in many elementary and middle school classrooms in Cumberland provides a promising base for addressing diverse learner needs.</p> | <p>Staff Interviews Administrative Interviews Observation Presentation Document Review Staff Surveys SALT Survey</p> | |
| Performance | <p>4 The first strategy in the district's plan focuses on developing standards-based curriculum in all areas. District priorities for curriculum development have been established based on student performance data.</p> | <p>Administrative Interviews Presentation Document Review</p> | |
| Compliance | <p>5 There is limited evidence of the impact of middle and high school reform initiatives in Cumberland. Staff interviews and review of school improvement plans revealed little awareness of components of reform. A number of constraints were described that may affect change in these schools:</p> <ul style="list-style-type: none"> ➤ Space ➤ Staffing patterns ➤ Professional development ➤ Class size ➤ Scheduling. <p>In addition, some promising practices in place in the past, such as collaborative teaching, have been limited and/or eliminated because of interpretation of contract language that is an impediment to the provision of a full continuum of services.</p> | <p>Staff Interviews Administrative Interviews Observation Document Review Staff Surveys SALT Survey</p> | <p>Although there has been some focus on aspects of reform at the middle and high schools, there is still considerable hesitance about embracing needed change. The work the schools will be doing on the district's "second strategy" will form the basis for designing action steps toward schoolwide reform. The Cumberland School Department accepts responsibility for encouraging a continuing reform effort in these schools. The assistant superintendent will provide updates on the progress of this work to the Rhode Island Department of Education.</p> <p>Timeline: first update, May, 2001</p> |

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| Performance | <p>6 Many staff and administrators throughout the district initiated descriptions of how knowledgeable the special education director is and how responsive he has been to their requests for assistance in spite of the constraints on his time. He has been particularly supportive of efforts to educate students with disabilities in natural settings, being one of the early leaders in the state to encourage inclusive education. Many parents spoke positively of his efforts to solve problems.</p> | <p>Staff Interviews Administrative Interviews Observation Parent Interviews</p> | |
| Compliance | <p>7 The Cumberland School Department does not meet minimum staffing requirements for an administrator of special education as stipulated by Rhode Island Special Education Regulations. The current director is not assigned full-time to this position; he also serves as Administrative Assistant to the Superintendent for Human Resources. Some of the issues in this report reflect the limited amount of time available to the director to devote to special education responsibilities.</p> | <p>Staff Interviews Administrative Interviews Presentation Document Review Parent Interviews</p> | <p>The Cumberland School Committee has approved the separation of the positions of Special Education Director and the Administrative Assistant for Human Resources. The superintendent's proposal for fully staffing the direction of special education will be presented to the school committee in February. The superintendent will provide notice to the Rhode Island Department of Education when this issue is resolved. Timeline: March</p> |
| Performance | <p>8 There is evidence of ongoing communication and coordination between school administrators and teachers at the building level. In some schools, staff expressed concern about limited opportunities to communicate district-wide with the central administration, on various issues such as curricula, policy, special education, etc. Staff expressed concern that this limits:</p> <ul style="list-style-type: none"> ➤ K – 12 curriculum articulation; ➤ collaboration and coordination among schools; ➤ collaboration and coordination within content and specialty areas across the district; ➤ consistent application of special education procedures. | <p>Staff Interviews Administrative Interviews Observation Staff Surveys</p> | <p>The Cumberland School Department will explore and analyze this concern among staff. The assistant superintendent will report the findings of this analysis and describe planned solutions. Timeline – May, 2001</p> |
| Performance | <p>9 Building level content area leadership at the middle school level is managed through instructional coordinators for each of the core areas – English, math, science and social studies – in conjunction with the principal and assistant principal. Participation of special education within this structure is unclear.</p> | <p>Staff Interviews Administrative Interviews Observation</p> | <p>The special education director will consider appropriate solutions to address this issue and report to the Rhode Island Department of Education. Timeline – June, 2001</p> |

| INDICATOR | FINDINGS | DOCUMENTATION | SUPPORT PLAN |
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| Compliance | <p>10 It is currently unclear how close the Cumberland School Department comes to the goal of 100% participation of its students with disabilities in statewide assessment. The district is working with the Rhode Island Department of Education to clarify last year's participation figures and to assure that in future years all students with disabilities will participate and be appropriately counted.</p> <p>Analysis of the figures that do exist indicates that there are significant gaps across the district between the performance of students with disabilities and those without on statewide tests. The district has begun to address this concern, as have some schools. Ashton is one example of a school where the School Improvement Team has documented the work it is doing to explore the challenge of closing the performance gap for students with disabilities.</p> | <p><i>Infoworks</i> Staff Interviews Administrative Interviews Presentation Document Review</p> | <p>The district continues to work with the Rhode Island Department of Education to clarify last year's participation figures and to assure that in future years all students with disabilities will participate and be appropriately counted. The assistant superintendent will provide a progress report to the Rhode Island Department of Education. Timeline – June, 2001</p> |
| Performance | <p>11 The Cumberland School Department strategic plan includes a focus on expanding the availability and application of technology in the schools. Currently, the strategy is equitably applied across the district providing, for example 4 computers in each 2nd – 6th grade classroom, each classroom connected to the internet, science labs with computers, and computer labs. In addition, some schools have received supplemental assistance in developing the availability and utilization of technology, such as the RI foundation and working wonders grants at North Cumberland Middle School.</p> | <p>Staff Interviews Administrative Interviews Observation Document Review</p> | |
| 2. SCHOOL CLIMATE | | | |
| Performance | <p>1 In Cumberland schools, there is a generally a feeling of collegiality, communication and mutual support. This is particularly noticeable at schools where specific efforts have been made to develop the community of the school. Students are involved in providing support for each other, such as in the peer tutor program at North Cumberland Middle School.</p> | <p>Staff Interviews Administrative Interviews Observation Document Review Staff Surveys Parent Interviews</p> | |
| Performance | <p>2 Collaboration and communication among teachers was reported to be strong in most schools, often in spite of the shortage of common planning time.</p> | <p>Staff Interviews Administrative Interviews Staff Surveys SALT Survey</p> | |

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| Performance | 3 In most schools, common planning time is provided for grade level teams to work together. Common planning time is not scheduled for special educators to work with regular education teachers, even when they are collaborating within the same classroom. | Staff Interviews Administrative Interviews Presentation Staff Surveys | The Cumberland School Department assures that the special education director will provide clarification to special education teachers and principals on procedures for arranging common planning time. |
| Performance | 4 There are a number of programs in schools that contribute to a positive climate by providing social, emotional and behavioral supports for students: At Ashton School, several programs are in place that support community in the school and provide a supportive atmosphere. At the B.F.Norton School, a number of staff expressed the need for a full-time guidance counselor to help address the needs of students in this "urban" school. The Student Assistance Program at the middle and high schools provides counseling support. The School Resource Officer is also available at these schools to provide social, emotional and behavioral support in the school and outside the school. The High School also has personnel available to deal with the issue of pregnancy, two clinical psychologist consultants. | Staff Interviews Administrative Interviews Observation Presentation Document Review SALT Survey | The school committee has approved and posted a new position for a full-time guidance counselor at B.F. Norton School. |
| Performance | 5 Although there are some behavioral supports evident in schools (e.g. counselors), the extent of in-house alternatives to suspension at the middle and high schools is unclear. It was reported that functional behavioral assessments are administered at the high school on a regular basis. | Staff Interviews Administrative Interviews Staff Surveys | The special education director will provide a description of supports and alternatives available at the middle and high schools. Timeline – June, 2001 |
| Performance | 6 Community support and involvement is evident in participation of family and community members on many strategic planning and improvement teams in schools. Some schools have made parent and community involvement specific activities of their improvement plans. Students are also involved in programs providing service and support to the wider community of the school, such as food collection, coat collection and penny drives. | Staff Interviews Administrative Interviews Observation Presentation Document Review Staff Surveys Parent Interviews SALT Survey | |

| INDICATOR | FINDINGS | DOCUMENTATION | SUPPORT PLAN |
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| 3. GOOD TEACHING PRACTICES | | | |
| Performance | 1 Standards-based instruction practices are evident throughout the elementary and middle schools, but their implementation is not yet consistent or comprehensive. | Staff Interviews Administrative Interviews Observation Document Review Record Reviews SALT Survey | |
| Performance | 2 In a few schools, Teacher Support Teams are functioning as intended, and provide an important support to teachers in expanding their repertoires of teaching strategies. | Staff Interviews Administrative Interviews Presentation Document Review Staff Surveys | |
| Performance | 3 A number of initiatives to improve the teaching of reading are evident among the elementary schools. Examples include special collections of leveled books to assist with guided reading, efforts to implement 4-Block strategies, football players paying regular visits to elementary classrooms to read to students, staff and parents reaching out to external sources to obtain additional books for students. There is a book club at North Cumberland Middle School in collaboration with the State Reading Association. | Staff Interviews Administrative Interviews | |
| 4. EDUCATIONAL PROGRAM OPTIONS | | | |
| Performance | 1 There are supplementary programs in Cumberland schools to enhance students' academic and social-emotional development and well-being. Examples include: a summer program at B.F. Norton school, supported by teacher effort; a before- and after-school child care program operated by the YMCA at Ashton School; a summer school program offering both remediation and enrichment, with a resource teacher available to support students. | Staff Interviews Administrative Interviews Presentation Document Review | |
| Performance | 2 An occupational therapist is implementing an innovative opportunity for students to extend and apply emerging skills to real-world recreation through the "MOTOR" program – "movement opportunities through organized recreation." Transportation to community sites is supported through the special education director. | Staff Interviews Document Review | |

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| Performance | 3 Cumberland School Department administrators are increasing efforts to reduce the drop-out rate of students with disabilities. The central administration has also begun to explore the reasons and influences for the failure rate of students with disabilities (and others) at the high school. | Staff Interviews Administrative Interviews Observation Presentation | The high school principal will provide a description of programs and activities in place or planned to reduce the failure and dropout rates at the high school, and a progress report of their effectiveness to date. Timeline – October, 2001 |
| Performance | 4 There is no alternative program within the middle or high schools to the standard traditional programs. The district is working on introducing a variety of components to address this need at the high school. | Staff Interviews Administrative Interviews Observation Presentation | As an extension of the district-wide focus on school action plans for “closing the gaps,” the principals of the middle schools and high school will consider and respond to this issue. The assistant superintendent will provide progress reports to the Rhode Island Department of Education. Timeline – first update, October, 2001 |
| Performance | 5 The Cumberland School Department now provides late busses to assist students who stay after school for additional help at the middle and high schools. | Staff Interviews Administrative Interviews Presentation | |
| 5. TEACHER SUPPORT TEAMS (TST) | | | |
| Compliance | 1 In the past, the “CAP/Cast Process” was largely used in Cumberland Schools as a pre-referral requirement. With the passage of the Student Investment Initiative (Article 31/23) provision for Teacher Support Teams, schools needed to change their orientation and practices. At Garvin, B.F. Norton, Ashton and Community Schools, Teacher Support Teams have been established as intended as a resource and support to teachers -- a genuine opportunity to improve and extend classroom supports for students. At Garvin and B.F.Norton, Teacher Support Teams meet monthly and on an “as needed” basis, and are frequently utilized by staff. At the rest of the schools, there is no evidence of a functioning Teacher Support Team. | Staff Interviews Administrative Interviews Presentation Document Review Staff Surveys | The superintendent will provide a report to the Rhode Island Department of Education on the progress of establishing fully-functioning Teacher Support Teams in all schools. Timeline – April, 2001 |
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| 6. FREE APPROPRIATE PUBLIC EDUCATION (FAPE) | | | |
| Performance | 1 Cumberland has developed an English as a Second Language program that supports students from kindergarten through 12 th grade by offering a comprehensive program that is aligned with the curriculum and materials of general education. Staff report that students feel well-supported. There are a number of bilingual people on staff. Students with disabilities | Staff Interviews Administrative Interviews Observation | The Opportunities to Learn Coordinator, who oversees the English as a Second Language program, will provide the Rhode Island Department of Education with a progress report on the district's |

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| | <p>There are a number of bilingual people on staff. Students with disabilities are provided with ESL services as needed, and vice versa. Concerns were expressed regarding:</p> <ul style="list-style-type: none"> ➤ a coordinator with many other responsibilities; ➤ the sufficiency of the assessment process for entering and exiting students, particularly regarding the effects of experience, culture and disability on a student's performance in English; ➤ the practice of placing a child directly into Cumberland's program, before screening, when the student arrives who received ESL services in another district; ➤ the school's tendency to rely on volunteer staff within the schools for translation, rather than the more systematic procedure that is available; ➤ the translation of some forms that go home, but not report cards; ➤ retaining students in ESL classes beyond the point of requirement. | <p>Document Review Staff Surveys Record Reviews</p> | <p>with a progress report on the district's ongoing efforts to address these issues. Timeline: June, 2001</p> |
| Compliance | <p>2 Limited space at Cumberland Middle School results in class sizes to be at or beyond their contractual limit, restricting the opportunity for some students with disabilities to be educated with their non-disabled peers. Some self-contained special education classes are also over-sized due to space issues. Successful inclusive practices of the past have been impacted this year.</p> | <p>Staff Interviews Administrative Interviews Observation Presentation Document Review Staff Surveys Parent Interviews</p> | <p>Space issues are addressed in the Facilities section of this report. The Rhode Island Department of Education will clarify interpretations of regulations that may have impacted inclusive practices at the middle school. The director of special education will provide progress reports to the Rhode Island Department of Education. Timeline – update September, 2001</p> |
| Compliance | <p>3 Most special education staff report inability to provide IEP supports and services to their assigned students and complete other duties as assigned without either going beyond regulatory timelines for evaluations, meetings and documentation or expending considerable amounts of personal time beyond the school day. Record reviews indicate that such timelines are frequently out of compliance. Service providers often must curtail or cancel services for students due to their conflicting responsibilities. Psychologists and social workers only have time for testing and meetings – little for working with students except for crisis intervention. When schools report significant timeline lapses, outside evaluators who may not know the school or the students are hired to fill in the gaps.</p> | <p>Staff Interviews Administrative Interviews Document Review Staff Surveys Record Reviews</p> | <p>The Cumberland School Department approved an additional .4 school psychologist position for September, 2000, but has not yet found a qualified candidate. The special education director will explore options and potential solutions to timeline and service provision issues and provide progress reports to the Rhode Island Department of Education. Timeline – update September, 2001</p> |
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| 7. EVALUATION | | | |
| Performance | <p>1 The Cumberland School Department screens a high percentage (85%) of its pre school children before they reach kindergarten – those not screened prior to entering are screened within the first three weeks of school. Screenings are held on a regular monthly basis, by individual appointment in response to referrals or requests, and in numerous private pre schools, nursery schools, child care centers and licensed home-based day care centers. The district has increased the number of integrated pre school classes held within school buildings, while continuing to offer some services in community and non-public programs. Programs have a variety of family involvement components.</p> | <p>Administrative Interviews Presentation Document Review</p> | <p>The Cumberland School Department assures that a continuum of services sufficient to respond to individual student needs will be made available.</p> |
| Compliance | <p>2 In general, evaluations, IEPs and reevaluations frequently do not meet regulatory timelines, although lack of documentation of dates of meetings and decisions can make this difficult to determine. Evaluations are not generally completed over the summer when begun at the end of the school year.</p> <p>Record reviews indicate: evaluation period extending beyond timelines (MEC1,6,7; ISW1); three-year reevaluations overdue (MEC1; ISW1); determination of disability to implementation of IEP (MEC2; JS4); IEPs overdue (JS1 (5/97 & 11/99)); one student was considered to have a developmental disability until age 7-4 (ISW2)</p> | <p>Staff Interviews Administrative Interviews Staff Surveys Record Reviews Parent Interviews</p> | <p>The director of special education will provide clarification to staff of policies and procedures on documentation and timelines of team decisions. The Cumberland School Department assures that evaluations of students will be completed during the summer if they are beyond regulatory timelines at the end of the school year, and that IEPs will be completed prior to the beginning of the next school year for any students determined to have a disability before the end of the school year.</p> <p>[Clarification of regulations: If a student is determined to have a suspected disability before the end of the school year, evaluations must be completed and a determination of disability made within 45 school days of receipt of parent consent to evaluate (evaluations must start within 10 school days of receipt of consent to evaluate).]</p> <p>Timeline – June, 2001</p> |

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| Compliance | 3 | Social histories are done without any home visits. | Staff Interviews Administrative Interviews Staff Surveys Record Reviews Parent Interviews | The director of special education will analyze the conduct of social histories in the Cumberland School Department and report findings and proposed actions to the Rhode Island Department of Education. Timeline – Sept, 2001 |
| Performance | 4 | There are concerns regarding categorical decision-making in the identification of students with disabilities. | Staff Interviews Administrative Interviews Document Review Staff Surveys | The director of special education will analyze current policies and procedures for decision-making regarding categories of disability in the Cumberland School Department and report findings and proposed actions to the Rhode Island Department of Education. Timeline – Sept, 2001 |
| Compliance | 5 | Although there is documentation of portions of the reevaluation process, it is unclear what process is used to initiate a reevaluation, to determine whether and what assessments need to be conducted, and who participates. (MEC1,3,4,6,7; ISW1,2) | Staff Interviews Administrative Interviews Record Reviews Parent Interviews | The director of special education will provide documentation of clarified policy, procedures and training for staff regarding this issue. Timeline – September, 2001 |
| Compliance | 6 | There are some issues concerning the procedures to be followed by the teams reviewing referrals and evaluations, and especially the role of the “qualified professionals” vis-à-vis the IEP team: - At the review of evaluations meeting, teams apparently also conduct portions of the IEP meeting, including the type of services the student should receive. School personnel then write up the goals and objectives and ask the parent to return for the final steps – not all parents choose to do so. It is unclear to what extent the discussion of services precedes rather than follows a full consideration of strengths, needs, goals, objectives, and accommodations (MEC2). - This manner of proceeding also involves the “qualified professionals” in IEP development, a use of their time that is not required by regulation and is perhaps inappropriate. - IEP teams may be making decisions to evaluate without the presence of “other qualified professionals” - Some records lacked Evaluation Team reports (MEC6) - Continued on next page | Staff Interviews Administrative Interviews Record Reviews Parent Interviews | The director of special education will provide documentation of clarified policy, procedures and training for staff regarding this issue. Timeline – September, 2001 |

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| | <ul style="list-style-type: none"> - Evaluation team reports are not always complete (MEC7 (date of initial referral)) - The teams are not always properly constituted (MEC3,6,7) | | |
| Compliance | 7 Vocational evaluations were not evident in several of the secondary records reviewed (JK5,6,8,9,11; JS1). Although most IEPs contained some discussion regarding transition planning for students, student-identified career goals were not addressed in the overall IEP in addition to transition/vocation-related instructional objectives. Some IEPs lacked goals in some transition areas (JS1) | Staff Interviews Administrative Interviews Observation Staff Surveys Record Reviews | The director of special education will conduct an analysis of current practices regarding vocational evaluations and their appropriate documentation. He will also provide documentation of clarified policy, procedures and training for staff regarding incorporating career goals in secondary IEPs. Timeline – September, 2001 |
| Compliance | 8 As detailed in Section 1, School Improvement, the extent of participation of students with disabilities in state assessments is presently being clarified. Staff working with students who require alternate assessments have been trained in the criteria and procedures. | Staff Interviews Administrative Interviews Presentation Staff Surveys | The district continues to work with the Rhode Island Department of Education to clarify last year's participation figures and to assure that in future years all students with disabilities will participate and be appropriately counted. The assistant superintendent will provide a progress report to the Rhode Island Department of Education. Timeline – June, 2001 |
| Compliance | 9 Documentation of learning disability decisions is sometimes incomplete (MEC5; JS3 (missing),7) | Record Reviews | The director of special education will provide documentation of clarified policy, procedures and training for staff regarding documentation of learning disability decisions. Timeline – September, 2001 |
| 8. FAPE/INDIVIDUALIZED EDUCATION PROGRAM (IEP) | | | |
| Compliance | 1 Access to the general curriculum is facilitated when students' Individual Education Plans (IEPs) are aligned with standards and are designed to provide supports and services within the regular classroom to the greatest extent possible. The Cumberland School Department has been a leader in the state on writing IEPs aligned with standards, including willingness to participate in the early application of new guidelines and has helped shape the direction for professional development in our state. A review of IEPs over the past three years has shown growth within the system toward writing IEPs appropriately aligned with standards – further work in this area is still needed for consistent implementation district-wide. | Staff Interviews Administrative Interviews Staff Surveys Record Reviews | The Cumberland School Department has provided additional training on IEPs this year; ongoing training will continue to be provided, utilizing as appropriate staff who have mastered aspects of the process. Timeline: Ongoing |

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| Compliance | <p>2 There is considerable variability throughout the district in the writing of IEPs; most IEPs indicate the need to improve one or more aspects of their development. Record reviews indicate concerns in the following areas:</p> <ul style="list-style-type: none"> ➤ properly-constituted teams (JK1; MEC5; JS1,2,3) ➤ describing students' strengths and needs (JK9,11; MEC2,3,4,5,7; SR2; JS1-4) ➤ comprehensive transition plan (from age 16) (JK5,6,8,9,10,11) ➤ writing clear present levels of performance that link to standards (JK6,8,11; MEC2,3,4,5,7; SR4,5; JS1-4; ISW1,2,3,5,6(except speech/language)) ➤ writing measurable goals that align with standards (JK6,8,11; SR3,4,5; JS1-4; ISW1 (also missing OT and Psychologist goals),2,3,5,6 (except speech/language),7; [N.B. some IEPs suggest misuse of standardized and/or computerized goal statements – JK6 (goal says "he" for a girl); JS1 (photocopied English goals)] ➤ writing clear, measurable objectives (JK6,8,11; MEC7; SR3; JS1 (transition, English),2,4; ISW1,2,3,5,6,7) ➤ criteria and schedules for checking progress (JK5,6,11; MEC2,4; SR3,5; JS1 (transition, English),3; ISW1,2,3,5,6,7) ➤ thorough consideration of accommodations needed and ways to provide supports and services within the regular classroom (JS2,3,4,7); modification pages attached (JK6; SR1; ISW1,2) ➤ justification for any removal of the student from the regular classroom (WHY is it impossible to provide supports and services there?) (generally insufficient or missing explanation) ➤ documentation of team consideration of all required points, and of all required information (e.g. date of meeting, completion of check-boxes, reevaluation date, etc.) (ESY – JK5,6,9,10; MEC4,5,7; JS6; Reevaluation date - JK9, JS2,3,4,ISW2,3,6; Students turning 17 - JK5,9) ➤ documentation of progress (few records include this) | <p>Staff Interviews Administrative Interviews Observation Presentation Document Review Staff Surveys Record Reviews</p> | <p>Ongoing training provided by the Cumberland School Department will focus on these issues. The director of special education will conduct an analysis of the effectiveness of the training and report to the Rhode Island Department of Education findings and proposals for addressing any continuing concerns. Timeline – February, 2002</p> |
| Compliance | <p>3 The district is responsible for informing parents of their children's progress toward IEP goals at least as frequently as other students' progress is reported (i.e. report cards). Staff have been told to send home with the report card annotated copies of IEP goals pages to indicate progress, but</p> | <p>Staff Interviews Administrative Interviews</p> | <p>The director of special education will provide documentation of clarified policy, procedures and training for staff regarding reporting of progress.</p> |

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| | <p>the policy is not yet written. Very few of the student records reviewed included documentation from the end of last year of progress reported to parents during the year. Although staff in the schools reported sending annotated goals pages home with report cards, there are apparently different approaches to doing so, as well as different understandings as to how the school and district copies should be handled and filed.</p> | <p>Observation Document Review Record Reviews</p> | <p>Timeline – September, 2001</p> |
| Compliance | <p>4 IEP teams are not always properly constituted. Although in most cases general education teachers participate, staff reported that they are not regular participants in IEP meetings at the high school level. Although efforts are made to obtain information from the teachers in advance of the meeting, teachers usually do not attend; if their signature appears on the IEP form, it may have been obtained after the meeting.</p> <p>When parents do not participate in evaluation or IEP meetings, evidence is not always present in the file of attempts to obtain their participation (MEC1,7:). A sampling of student records and interviews with staff indicate that some teams wait until the parent signs an annual IEP review before recording the “effective date” that the IEP starts – it is unclear if (a) services continue uninterrupted during this hiatus and (b) when the next IEP review is considered “due.” (ISW2)</p> | <p>Staff Interviews Administrative Interviews Staff Surveys Record Reviews Parent Interviews</p> | <p>The special education director will work with guidance staff to develop a system to ensure that there is always a regular education teacher present at IEP meetings.</p> <p>Timeline – September, 2001</p> <p>The director of special education will provide documentation of clarified policy, procedures and training for staff regarding documentation of attempts to obtain parent participation.</p> <p>Timeline – September, 2001</p> <p>The director of special education will provide documentation of clarified policy, procedures and training for staff regarding the need to update IEPs annually, whether or not the parent has signed the document. The Cumberland School Department assures that service has continued without interruption when the signature on a new annual IEP has been delayed.</p> <p>Timeline – September, 2001</p> |
| Compliance | <p>5 It was reported that service provision is sometimes determined by the availability of options rather than by student need. Reasons cited included: full case loads, space limitations and staff shortage of time.</p> | <p>Staff Interviews Administrative Interviews Staff Surveys Parent Interviews</p> | <p>The director of special education will conduct an analysis of this issue and report findings and proposed solutions to the Rhode Island Department of Education.</p> <p>Timeline – September, 2001</p> |

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| Performance | 6 Many IEPs have been reviewed and changed during the year. IEP teams reconvene to do this, and complete a new cover sheet, services page and signature page, along with any other pages that have changed. Policy guiding this appropriate practice was developed within the last year or two. | Administrative Interviews Record Reviews Parent Interviews | Ongoing IEP training provided by the Cumberland School Department will continue to emphasize this appropriate practice. |
| Compliance | 7 Many art, music, physical education and library teachers, as well as a number of regular classroom teachers, expressed the need for information on the needs of students with IEPs in their classrooms. Whether or not the teachers have specific responsibilities for goals and objectives in the IEPs, they are better able to support the students appropriately if they have sufficient information. Regulations require that regular education staff be provided orientation and professional development needed to carry out their responsibilities. Policies and procedures to ensure that this occurs seem to be lacking. | Staff Interviews Administrative Interviews Staff Surveys | The director of special education will provide documentation of clarified policy, procedures and training for staff regarding provision of information, orientation and appropriate professional development to specialist staff. Timeline – November, 2001 |
| 9. LEAST RESTRICTIVE ENVIRONMENT | | | |
| Performance | 1 The Cumberland School Department has been a leader for several years in educating students with disabilities with their non-disabled peers. At the elementary level, students with disabilities are members of and participants in general education classes with collaborative support from special services staff as a matter of course. In these schools, it is a given that ALL students with disabilities, even the most disabled, are supported to have all special subjects, lunch, field trips, etc., with age-mates in their assigned home rooms. "Self-contained" services, in the view of these schools, only means "pull-out for some academics." For several years, Cumberland has provided assistance to the schools in promoting inclusive education strategies through a part-time Inclusion Coordinator. In contrast, provision of special education supports and services in the general education setting at the middle schools has decreased from previous years. Staff cite contract language as one of the impediments to inclusive practices. At the high school, there is limited evidence of inclusionary activities. | Staff Interviews Administrative Interviews Observation Document Review Staff Surveys Record Reviews Parent Interviews | Middle school – The Rhode Island Department of Education will provide clarification of a department advisory letter regarding student enrollment in self-contained programs. This advisory was NOT intended to limit collaboration of general and special education teachers and their students. The special education director will provide a progress report to the Rhode Island Department of Education. Timeline – September, 2001 High school – The high school principal will provide progress reports to the Rhode Island Department of Education of the ongoing discussions regarding inclusive practices. Timeline – September, 2001 |

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| Compliance | <p>2 Implementation of inclusive strategies supporting the provision of services and supports to students with disabilities in the general education classroom is limited in some schools by:</p> <ul style="list-style-type: none"> ➤ space ➤ insufficient scheduled common planning time ➤ contract language potentially impeding the provision of special education services to groups of students with disabilities within general education classrooms ➤ resistant attitudes of a small group of staff ➤ class size ➤ need for updated professional development ➤ scheduling of special educators ➤ multiple responsibilities limiting the time of special education service providers | <p>Staff Interviews Administrative Interviews Observation Staff Surveys</p> | <p>A group of educators, including representatives of the Cumberland Teachers' Association, are working on language for flexibility within the contract. Progress has been made toward more supportive language in general regarding inclusive practices, and specifically that supports collaborative teaching, which has been successful in the past. The director of special education will provide a progress report to the Rhode Island Department of Education on this and other limitations to inclusive practices throughout the district. Timeline – September, 2001 [Discussion of space issues – see Facilities section – 14.]</p> |
| Performance | <p>3 There are many outstanding examples of the extent of the use of inclusive strategies in Cumberland schools -- to mention just a few:</p> <p>–general education teachers' high level of professional respect and collegiality for special educators was evident throughout the district and helps to promote inclusive practices and acceptance of special education students.</p> <ul style="list-style-type: none"> - specialist teachers – e.g. physical education, art, music – embrace the responsibility for students with disabilities as full members of their classes, and frequently suggest and initiate accommodations to support them - teachers and administrators put in considerable extra effort and time to assure that students spend as much time as possible in the general education setting - some schools are poised to enter yet a new phase of inclusive education, looking at deployment of special education staff and assistants in new ways - a number of students who had been in out-of-district programs have been transitioned back to the district - efforts to provide integrated pre-school services within the school district (although concern was expressed in some interviews that the in-district service might be expected to eventually limit or preclude service in private | <p>Staff Interviews Administrative Interviews Observation Parent Interviews</p> | |

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| | | nursery school settings in future) - for many years, the "Just Friends" program has provided awareness over several weeks for all fourth grade students | | |
| 10. FAPE/TRANSITION | | | | |
| Performance | 1 | There are a number of programs to ease transition from grade-to-grade and building-to-building. Some examples include: Ashton School has established a "Back to School" morning to provide families and teachers an opportunity to meet early in the school year and share the curriculum and expectations for the coming year. There is a transition process in place for students moving from Cumberland Hill Annex to Cumberland Hill School, which includes a spring visit and an opportunity to meet the teachers. From 5 th grade, students and parents participate in the "step-up" program through which they visit the middle schools in the spring. A structured plan for transitioning 8 th grade students from middle schools to the high school is thoughtful and comprehensive. | Staff Interviews Administrative Interviews Staff Surveys Parent Interviews | |
| Performance | 2 | Cumberland High School has just received a RI Transition Independence Employment (RITIE) grant for \$10,000. The award allowed them to purchase the James Stansfield Curriculum dealing with adult living skills for use with students with significant disabilities. Cumberland participates in the Northern R.I. Collaborative Transition Advisory Council. | Staff Interviews Administrative Interviews Presentation | |
| Compliance | 3 | Students from Cumberland High School attend Woonsocket Career-Tech center. For students who remain at CHS, activities that promote the transition to post-secondary activities are limited. For students with disabilities, a few activities have been created, but there is not a full continuum of school-to-career options. Chimney Hill Service Learning Project and the Brick Marketplace Project offer some students with limited vocational experiences. There is no evidence of opportunity for individual exploration of career interests, aptitudes, abilities and experiences. | Staff Interviews Administrative Interviews Presentation Document Review Staff Surveys Record Reviews | The director of special education and high school administrators will provide descriptions of transition and school-to-career activities and options at the high school. Timeline – March, 2001 |
| Performance | 4 | There is limited evidence of school-to-career programs or activities in the Cumberland School Department. While there is a School Committee adoption of a K-12 school-to-career framework, it is only under development at this time. | Staff Interviews Administrative Interviews | The Cumberland School Department has filled a new position of school-to-career coordinator which will provide a comprehensive , K-12 program. There is also a part-time service-learning coordinator. The School-to-Career |

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| | | | Coordinator will provide a progress report to the Rhode Island Department of Education of the status of the program. Timeline – September, 2001 |
| Performance | 5 It was reported that the 17 students in the Alternate Learning Program at the CHS spend their afternoons in work-study placements, however specific placements were not reported and supervision was unclear. | Staff Interviews Administrative Interviews Presentation | The director of special education will provide a clarification of the Alternate Learning Program at the high school. Timeline – March, 2001 |
| | | | |
| 11. FAPE/PROCEDURAL SAFEGUARDS | | | |
| Performance | 1 Parents interviewed by telephone report being included in decision-making about their child and feeling informed about their child's services and progress. | Parent Interviews | |
| Performance | 2 The district resolves most differences of opinion with parents and uses mediation when necessary to assist with problem-solving. Few formal complaints, hearings and mediations are recorded for the district. | Document Review Record Reviews Parent Interviews | |
| Compliance | 3 Parent notices and invitations to participate in meetings are frequently either missing from the central files or difficult to recognize. Only the second page of the form is filed making it unclear what the parent signature was for. Evidence of consent for evaluation and for initial placement is usually present. | Record Reviews | The director of special education will provide documentation of clarified policy, procedures and training for staff regarding documentation of provision of appropriate parental notices and invitations for participation. Timeline – September, 2001 |
| Compliance | 4 Several findings point to a concern that the staffing and systems for documentation and record-keeping may be insufficient to assure that the records for students with disabilities are maintained properly, promptly, in the correct location, and so as to assure confidentiality. | Staff Interviews Administrative Interviews Observation Staff Surveys Record Reviews | The director of special education will analyze this issue, and report findings and proposed solutions to the Rhode Island Department of Education. Timeline – September, 2001 |
| Compliance | 5 The Cumberland School Department policy and procedures regarding confidentiality are unclear and are not administered uniformly. Issues regarding this area embedded in both IDEA and FERPA need to be addressed at the central office level in relationship to how records are defined and maintained. It is unclear whether the following issues are a result of not having policies and/or procedures in place or whether such policies and procedures are | Staff Interviews Administrative Interviews Observation Staff Surveys Record Reviews | The director of special education will provide documentation of clarified policy, procedures and training for staff regarding issues of confidentiality. Timeline – November, 2001 |

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| | <p>inconsistently carried out:</p> <ul style="list-style-type: none"> ➤ definition, distribution and maintenance of “educational records” (e.g. progress reports maintained by professional staff and not consistently included as part of school file or central file) ➤ teachers report the need for further training in confidentiality and procedural safeguards ➤ school staff have differing understandings as to which teachers have a “legitimate educational interest” in students they teach (e.g. special subjects) and therefore access to their records | | |
| Performance | <p>6 Several staff members across the district described their difficulties in obtaining student records from other school districts when students transfer into Cumberland schools. Staff do not have clear procedures that support their dealing with staff from other school districts to obtain information on students’ previous programs without delay.</p> | <p>Staff Interviews Administrative Interviews Staff Surveys</p> | <p>The director of special education will provide documentation of clarified policy, procedures and training for staff regarding expediting the obtaining of records for students entering from another school district. Timeline – November, 2001</p> |
| Compliance | <p>7 There was no evidence of written evacuation plans for students with limited mobility at BF Norton school, Cumberland Hill and Cumberland Hill Annex. At the high school, it was reported that evacuation plans are not always given to service providers.</p> | <p>Staff Interviews Administrative Interviews Observation Document Review Staff Surveys</p> | <p>The Cumberland School Department assures that the school principals will confer on procedures that meet the requirement of individual evacuation plans for students with mobility concerns, and put them in place in every school.</p> |
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| 12. PARENT PARTICIPATION | | | |
| Performance | <p>1 The local Special Education Advisory Committee in Cumberland is very active. The committee meets monthly, with informational programs offered three or four times a year. Meetings are attended by the Special Education Director and a representative of the School Committee.</p> <p>The chairperson attributes their success as a committee to a number of factors, primarily keeping the focus of the committee on the overall needs of Cumberland’s students. The support of the Special Education Director is also key. The committee distributes a parent survey each year seeking information on what is needed to improve the provision of special education services in the Cumberland schools. Ideas for informational programs are also sought from the RI Parent Information Network. Each</p> | <p>Administrative Interviews Presentation Document Review Parent Interviews</p> | |

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| | <p>year, the committee selects a "Teacher of the Year," based on written nominations; these descriptions of outstanding service providers also give the committee additional information on all the promising practices going on in the district. The award is presented at a dinner, usually attended by over 80 people.</p> | | |
| Performance | <p>2 District-wide, there is a high level of parent participation in the evaluation and IEP process. Flexibility of staff in scheduling meetings assists parent attendance.</p> | <p>Staff Interviews Administrative Interviews Document Review Staff Surveys Record Reviews Parent Interviews</p> | |
| Performance | <p>3 There is a high level of parent involvement in schools, especially at the elementary level. There are parent members on every School Improvement Team.</p> <p>Ashton School has established a Parent Involvement Team comprised of parents and faculty. The Parent Involvement Team has hosted workshops for parents, promoted improved school-home communication, and various other initiatives that support its goals. They also developed a home-school compact which is signed by teachers, parents and students and reaffirms their mutual commitment and responsibility to their children/students. They have also initiated a website to promote communication between school and home. This website includes the school calendar, teacher communications and assignments, important announcements, etc. North Cumberland Middle School produces a monthly newsletter for families and the community as a whole.</p> | <p>Staff Interviews Administrative Interviews Observation Document Review Parent Interviews SALT Survey</p> | |
| Compliance | <p>4 The Cumberland School Department recognizes the need for interpreters and other accommodations for parents who do not speak English to fully engage them in the educational process. The presence at Garvin school of several bilingual staff is very helpful. However, accommodations are not uniformly provided: forms are not always provided in other languages, report cards generally are not translated, interpretation for meetings and conversations often relies on an informal staff volunteer approach and may not be properly documented or always available.</p> <p>Documentation is missing from relevant files of provision of interpreters, provision of forms in languages spoken at home, and provision of evaluations in languages other than English (MEC7).</p> | <p>Staff Interviews Administrative Interviews Staff Surveys Record Reviews</p> | <p>The assistant superintendent will issue clarification of policies and procedures to all staff regarding appropriate use of translators and translated materials. Timeline – June, 2001</p> |

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| Performance | 5 Record reviews found documentation of parent notification of the existence of the local Special Education Advisory committee on a form that all parents should receive. This form was not evident in many records in the central files. Parents also receive notices for the many meetings of the Local Advisory Committee during the year. However, many teachers (general and special education) reported not knowing about the committee and are therefore, obviously, not encouraging parents to participate. | Staff Interviews Administrative Interviews Document Review Record Reviews Parent Interviews | The Cumberland School Department assures that all teachers will receive clarification of the role and activities of the Local Special Education Advisory Committee. |
| | | | |
| 13. PROFESSIONAL DEVELOPMENT | | | |
| Performance | 1 The Cumberland School Department has recently invested efforts and funds to offer a range of professional development opportunities. A needs assessment survey is used by the district to plan what it offers. The assistant superintendent also maintains an electronic record of each teacher's professional development involvement and preferences, which helps with planning. Many staff expressed appreciation for this newly available professional development. During the school year activities are offered in a variety of ways, including full and half-day professional development days featuring a variety of sessions based on the needs assessment. Just before the November professional development day, many staff recognized the need to learn more about standards-based instruction for students with IEPs and had signed up for that session. Workshops are also offered during the summer, with teachers receiving compensation for attendance. At Ashton, Community, B.F. Norton and Garvin Schools, ongoing job-embedded professional development occurs routinely through collegial conferring and consultation among regular and special education teachers. Staff cited their school principals for their leadership in this area, particularly for the creation of common planning time at Ashton. The Cumberland School Department has in-house expertise among its staff that can contribute a valuable professional development resource for faculty (e.g. speech/language pathologists on language development, occupational therapists on increasing student alertness for learning). | Staff Interviews Administrative Interviews Presentation Document Review Staff Surveys SALT Survey | |

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| Performance | 2 | Regular and special education teachers demonstrate emerging knowledge regarding standards-based instruction and assessment. There is a need throughout the district for professional development that will address providing diversified instructional practices so that all students can achieve high standards. | Staff Interviews Administrative Interviews Observation Document Review Staff Surveys SALT Survey | |
| Performance | 3 | The district-wide mentoring program is reported to function well. Most beginning teachers interviewed were pleased with the support they were receiving. There is a concern, however, that schools are required to use their school professional development funds to pay the mentors for their service; schools with many new teachers have very little money left to provide professional development for the rest of the staff. There were questions as to whether this practice was equitable and/or legal. | Staff Interviews Administrative Interviews Presentation Staff Surveys | Following the previous recommendation of the Rhode Island Department of Education, the Cumberland School Department will seek agreement of the individual schools' Professional Development Committees to make appropriate contributions to a district fund to support the mentoring program. |
| Performance | 4 | There is little training available that is pertinent to the role of the teacher assistant – several assistants requested training designed to help them improve their skills. Additional training was also requested for teachers and their assistants in order to utilize efficiently the services of the assistants. | Staff Interviews Administrative Interviews Presentation Staff Surveys | The Cumberland School Department is conducting a survey of teacher assistants and future professional development offerings will include training on topics specific to the responsibilities of teacher assistants. |
| Performance | 5 | Topics for professional development that teachers have identified include: ➤ differentiating instruction ➤ confidentiality ➤ discipline of student with IEPs ➤ inclusive education (teachers cited the program presented by the Special Education Director several years ago and suggest that an update would be helpful) ➤ working collaboratively ➤ IEP participation and administration for general education teachers ➤ participation of students with disabilities in statewide assessment ➤ standards-based instruction ➤ discipline-specific skills and knowledge (e.g. speech/language, | Staff Interviews Administrative Interviews Presentation Staff Surveys SALT Survey | |

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| | | APE/health) | | |
| Performance | 6 | Cumberland Schools serve as sites for practicum students and student teachers from a number of local colleges. In some schools, there are two or more student teachers in any given semester. This provides a mutual learning experience. An ongoing partnership with URI provides a professional development resource to the faculty at Ashton through faculty study groups and consultation to staff. | Staff Interviews Administrative Interviews Observation | |
| Performance | 7 | Specialists are providing job-embedded professional development with teachers in their classrooms from 2 nd through 6 th grades. So far these include enrichment teachers, reading teachers and nurse-teachers. | | |
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| 14. FACILITIES | | | | |
| Compliance | 1 | In the Cumberland School District, space is extremely limited. Lack of space affects the quality of education for Cumberland students in the following ways: <ul style="list-style-type: none"> ➤ because class sizes are large at the middle and high schools due to lack of space to open additional classes, students with disabilities who could be provided with supports and services in those regular classrooms are excluded instead ➤ space limits the provision of certain services at every school (e.g. functional living skills, alternative educational programs), requiring students to be educated away from their home school ➤ space also limits the provision of the usual continuum of services at every school (e.g. 10/1 special education classes), requiring students to be educated away from their home school ➤ privacy and quality of services are compromised by providers having to share spaces or work in hallways ➤ Cumberland cannot implement full-day kindergarten programs because of lack of space ➤ health and safety issues arise when lunch and physical education occur in the same space at the same time (e.g. Ashton, Cumberland Hill) | Staff Interviews Administrative Interviews Observation Presentation Staff Surveys Parent Interviews | The Superintendent reports that because of the town's current low bond rating, no bonding for new buildings can be considered for three to five years. Alternatives such as modular classrooms, movement of programs and students, and others are being considered by the school committee. The space concerns detailed in this report may or may not be correctable by such alternatives. The director of special education will request clarification as needed, and provide a report to the Rhode Island Department of Education on the status of all facilities concerns. Timeline – September, 2001 |
| Compliance | 2 | At Garvin school, there are two self-contained special education classrooms located in the basement, isolated from any other regular education classes (other than special area classrooms and a kindergarten class). | Observation | |
| Performance | 3 | At the high school and at Garvin Elementary School, the curriculum for functional life skills and potentially the health of students are impacted by | Staff Surveys Staff Interviews | |

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| | lack of a sink in the room. | Observation | |
| Compliance | 4 Students with disabilities at Ashton School whose IEPs require special class, occupational therapy, physical therapy, adaptive physical education, and/or speech therapy services are impeded from full access to learning and therapy due to lack of adequate space that affords privacy and freedom from distraction. This is an issue as well at Cumberland Hill for students whose IEPs require adaptive physical education, occupational therapy and/or physical therapy. | Staff Surveys Administrative Interviews Staff Interviews Observation | |
| Compliance | 5 Both general and special educators identified issues regarding space within the Cumberland Middle School: <ul style="list-style-type: none"> ➤ the cafeteria is used as an instructional setting ➤ small/undersized classrooms in some situations ➤ converted closet and storage areas are used for evaluation and service provision ➤ two service providers share a small room ➤ limited areas for conferencing ➤ support services (e.g. Adaptive Physical Education) are provided in the classroom not as a least restrictive environment decision but because of lack of space | Staff Interviews Administrative Interviews Observation Staff Surveys | |
| Compliance | 6 At Cumberland Hill School <ul style="list-style-type: none"> ➤ there is inadequate space for confidential testing and conversations with parents or agencies ➤ the exit ramp at the 5th grade wing is currently not usable; a work order has not yet been responded to | Staff Interviews Administrative Interviews Observation Staff Surveys | |